

# HOMWORK BOOK

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English

# Bounce

# 4 in Chile



EDICIÓN ESPECIAL PARA EL MINISTERIO DE EDUCACIÓN  
PROHIBIDA SU COMERCIALIZACIÓN

# HOMWORK BOOK

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English

# Bounce 4 in Chile





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# Unit 1

Padres de Familia:

Ejercicio 1. El niño debe leer las oraciones, dibujar y colorear lo que se indica.

Ejercicio 2. El niño contesta las preguntas. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



## 1 Read, draw and color.

Draw a house.

Draw a tree next to the house.

Draw a car in front of the house.



## 2 Answer the questions.

1 What color is the house?

---

2 What color is the tree?

---

3 What color is the car?

---

Padres de Familia:

Ejercicio 3. Explique al niño que mire el plano del centro comercial. Explíquele que debe leer las oraciones sobre los diferentes departamentos y completarlas usando las palabras dentro del marco. La primera oración sirve de ejemplo. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**3** Look at the plan of a department store. Write sentences about the stores.



• next to

• in front of

• behind

- 1 The food court is next to the pet store.
- 2 The stationery store is \_\_\_\_\_ the shoe store.
- 3 The pet store is \_\_\_\_\_ the shoe store.
- 4 The housewares store is \_\_\_\_\_ the pet store.
- 5 The music store is \_\_\_\_\_ the housewares store.

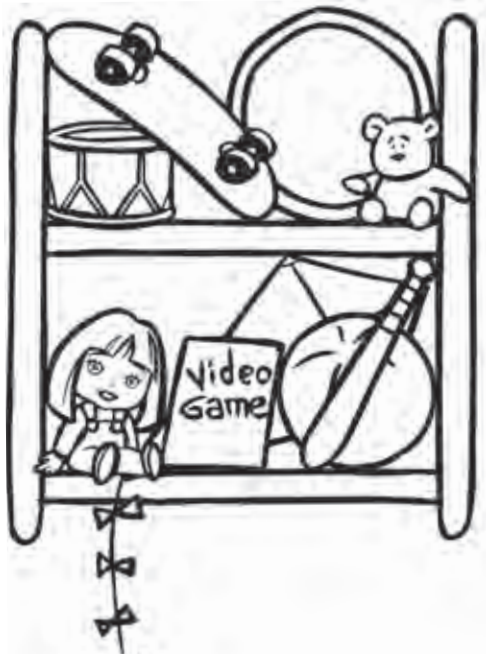
Padres de Familia:

Ejercicio 4. Explique al niño que debe observar las dos ilustraciones detenidamente y buscar tres diferencias. Pídale que las escriba. La primera oración sirve de ejemplo. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



4 Find three differences between the two pictures.

A



B



1 In Picture A there's a skateboard on the top shelf.

In Picture B, there's a \_\_\_\_\_ the bottom shelf.

2 In Picture A \_\_\_\_\_ the bottom shelf.

In Picture B \_\_\_\_\_ the top shelf.

3 \_\_\_\_\_  
\_\_\_\_\_

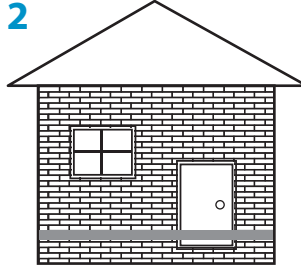
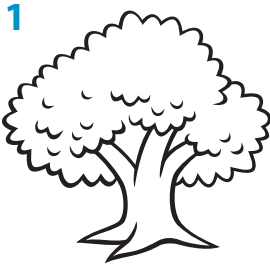
Padres de Familia:

Ejercicio 5. El niño debe leer las oraciones y completar las ilustraciones de acuerdo a la información contenida en ellas.

Ejercicio 6. El niño debe completar cada palabra en los recuadros con las letras que faltan. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.

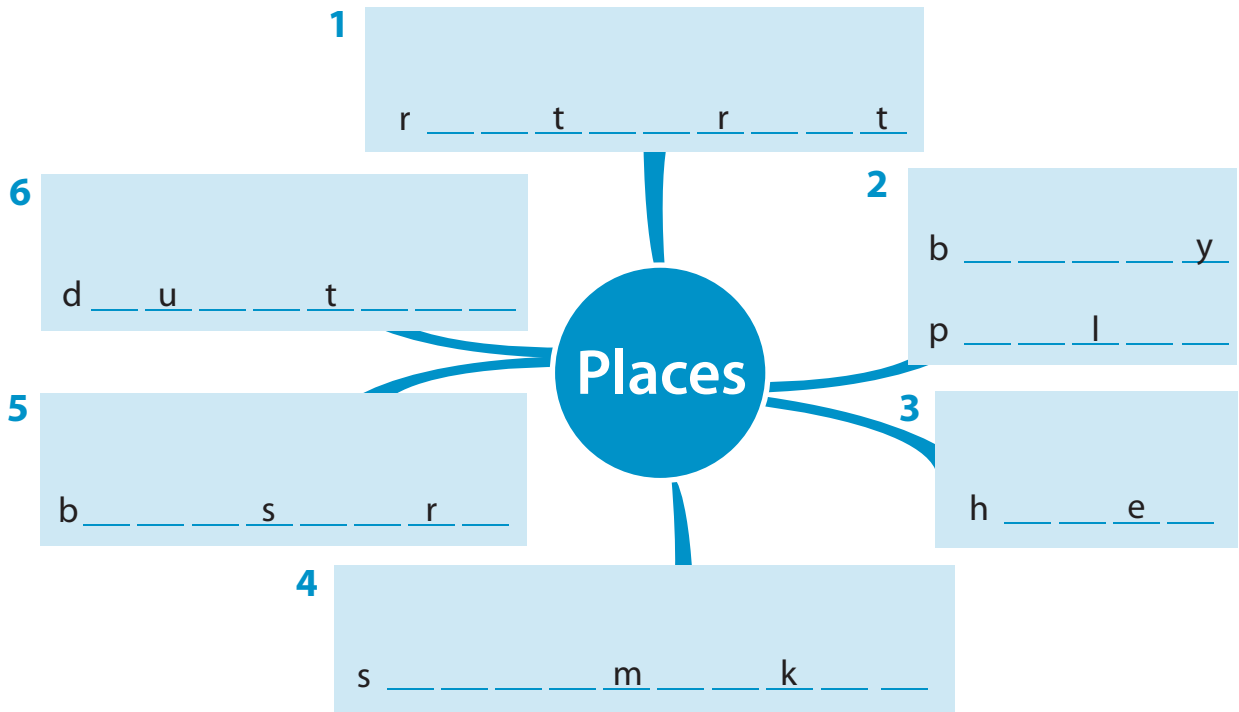


### 5 Read the sentences and complete the pictures.



- 1 Benny Bounce is in front of the tree.
- 2 Benny Bounce is behind the house.
- 3 Benny Bounce is next to the cupcake.

### 6 Complete the word web. Listen and check.





Padres de Familia:

Ejercicio 7. Los estudiantes copian las palabras en la columna central y las escriben nuevamente en la columna derecha.

Ejercicio 8. El niño observa las ilustraciones y completa las palabras con las letras que faltan. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**7** Read, copy, cover and write.

Read

Copy

Cover and write

toy store

candy store

fire house

bakery

school

**8** Write the missing letters.



t \_\_\_\_\_  
st \_\_\_\_\_



f \_\_\_\_\_ r \_\_\_\_\_  
h \_\_\_\_\_ se



s \_\_\_\_\_ h \_\_\_\_\_ ol



Padres de Familia:  
Ejercicio 2. Pida al niño que mire la ilustración de Harry Lee y Blossom cuidadosamente y que lea el texto. Después, pídale que trace un círculo alrededor de las palabras correctas. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



2 Look at the picture. Read the text and circle.



In the summer vacation, Harry Lee and Blossom take / don't take the school bus to school. They stand / don't stand on line for their classes. They wear / don't wear a school uniform and they check / don't check their homework! Harry Lee and Blossom play / don't play on the beach every day. They wear / don't wear sweaters, hats, gloves and scarves. They wear / don't wear shorts and shirts and sandals. Harry Lee and Blossom eat / don't eat hamburgers. They like / don't like fish! Mmmm! Delicious!

Padres de Familia:

Ejercicio 3. El niño observa las ilustraciones y completa las palabras en el crucigrama.

Ejercicio 4. El niño debe descubrir un nombre escondido en el crucigrama y escribirlo. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.

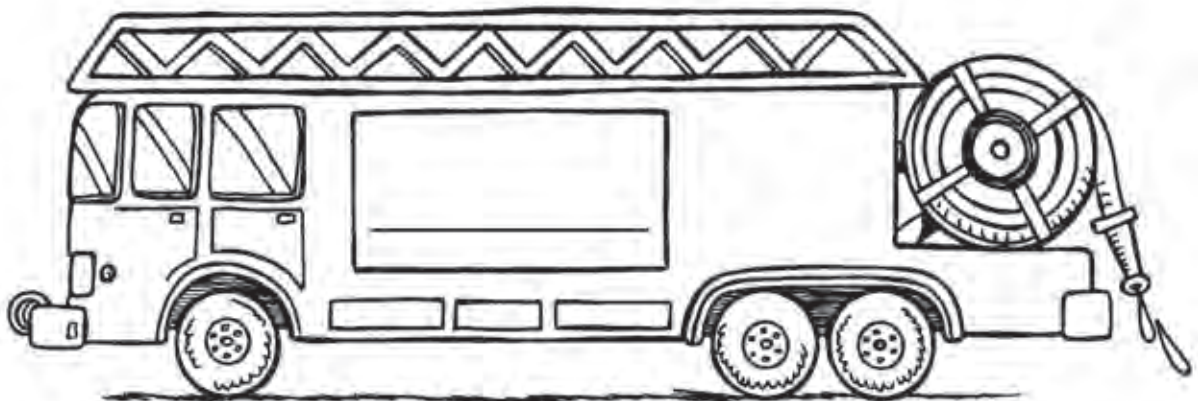


**3** Look at the pictures. Complete the puzzle.

A crossword puzzle grid consisting of blue squares. The grid is 9 squares wide and 5 squares high. The following images are placed around the grid:

- Top left: A diamond-shaped warning sign with an exclamation mark.
- Top right: A cartoon firefighter wearing a helmet with 'FIRE' on it.
- Middle left: An octagonal stop sign with the word 'STOP'.
- Middle: A pitcher.
- Bottom left: A person on a skateboard.
- Bottom center: A person running.

**4** Find the name of the fire engine in the puzzle in Exercise 3. Write the name.



Padres de Familia:

Ejercicio 5. El niño lee el globo de texto lo que dice Becky Bounce. Luego debe encerrar en un círculo rojo la información sobre Jane y Bud, y en un círculo verde la información sobre Katie y Peter.

Ejercicio 6. El niño debe marcar (✓) la columna correspondiente del cuadro de acuerdo a lo leído en el

Ejercicio 5. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**5** Read what Becky says.

Everyday Jane and Bud take the school bus to school. Katie and Peter wear school uniforms. Jane and Bud wear school uniforms, too. Katie and Peter do projects every semester. Jane and Bud don't do projects. Jane and Bud go to the computer room every Wednesday.



**6** Check (✓) the corresponding column of the chart.

|                         | Jane and Bud | Katie and Peter |
|-------------------------|--------------|-----------------|
| take the school bus     |              |                 |
| wear a uniform          |              |                 |
| do projects             |              |                 |
| go to the computer room |              |                 |

Padres de Familia:

Ejercicio 7. Explique al niño que debe ordenar las letras de cada palabra en la columna izquierda y luego unir las con las frases de la columna derecha.

Ejercicio 8. El niño debe formar palabras con las letras dentro del círculo y luego deletrearlas en inglés en voz alta. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



## 7 Unscramble and match.

Everyday the children



1 egt pu \_\_\_\_\_

their school work with grade four.

2 reaw \_\_\_\_\_

the bus to school.

3 anstd \_\_\_\_\_

at six o'clock.

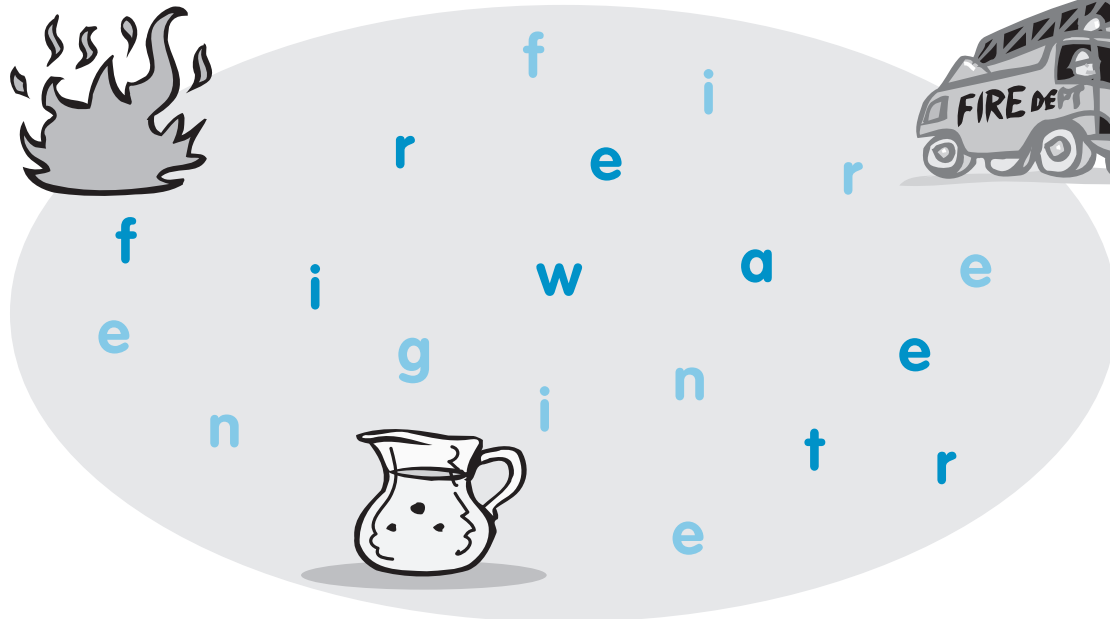
4 etka \_\_\_\_\_

on line for the bus.

5 od \_\_\_\_\_

their school uniforms.

## 8 Join the letters to make words. Spell them out loud.





# Unit 3

Padres de Familia:

Ejercicio 1. El niño debe ordenar las letras, escribir las palabras y unirlas con las ilustraciones según corresponda. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



## 1 Unscramble the letters to make words. Match them to the pictures.

1 a e l h y h t

healthy

2 s k i c

3 v o l e

4 w k o r

5 s e u

6 e t h c a



Padres de Familia:

Ejercicio 2. El niño debe encontrar ocho verbos escondidos en la sopa de letras y marcarlos con un círculo.

Ejercicio 3. Ahora el niño debe escribir tres oraciones acerca de actividades que realiza durante el día. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



## 2 Find the words in the puzzle and circle them.

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| s | b | r | u | s | h | w | c |
| i | q | t | h | m | e | a | p |
| p | l | a | y | u | x | s | i |
| d | r | k | j | d | v | h | y |
| l | b | e | t | c | c | w | f |
| k | l | m | s | t | h | u | g |
| a | h | b | a | i | m | e | o |
| r | y | w | j | h | a | v | e |
| i | e | a | r | l | k | c | g |
| f | z | e | c | l | e | a | n |

- wash
- take
- play
- clean
- ~~brush~~
- go
- have
- make

## 3 Write sentences about things you do at different times. Use the words in Exercise 1.

1 In the morning I \_\_\_\_\_

\_\_\_\_\_.

2 In the afternoon I \_\_\_\_\_

\_\_\_\_\_.

3 In the evening I \_\_\_\_\_

\_\_\_\_\_.



Padres de Familia:

Ejercicio 4. El niño debe observar las ilustraciones y completar las palabras con las letras que faltan. Luego ordena las palabras en orden alfabético y las escribe en la columna azul.

Ejercicio 5. El niño completa el texto guiándose por las ilustraciones. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**4** Complete the words. Write them in alphabetical order.



astro \_ \_ \_ \_ \_



tel \_ \_ \_ \_ \_ pe



e \_ \_ \_ \_ h



\_ l \_ \_ \_ \_ t



\_ \_ \_ \_ \_ en



\_ oo \_

1 \_\_\_\_\_

2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

**5** Complete the text.

Ounceb is an  \_\_\_\_\_. He lives on a  \_\_\_\_\_.

 \_\_\_\_\_. Ounceb studies the  \_\_\_\_\_.

through his big  \_\_\_\_\_.

Padres de Familia:

Ejercicio 6. Pida al niño que lea el texto sobre el extraterrestre.

Ejercicio 7. Explíquelo que debe elegir una de las oraciones del texto y dibujar a Alanik desempeñando esa actividad.

Ejercicio 8. El niño debe escribir cuatro oraciones sobre sus propias actividades a lo largo del día. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



## 6 Read about Alanik the Alien.



Alanik the Alien gets up at three o'clock in the morning. He has Cosmic Jello for breakfast. He brushes his teeth with a moon rock. He looks at the stars with his telescope in the morning. He eats Planet Pizza for lunch. He plays in outer space in the afternoon. He watches Planetvision in the evening. Alanik the Alien goes to bed at twelve o'clock at night.

## 7 Choose one of the sentences in Exercise 1 and draw a picture.



## 8 Follow the model in Exercise 6 and write a short paragraph about you.



I get up at \_\_\_\_\_ in the \_\_\_\_\_. I have \_\_\_\_\_  
for \_\_\_\_\_. Then I \_\_\_\_\_ with \_\_\_\_\_.  
I eat \_\_\_\_\_ for \_\_\_\_\_ and \_\_\_\_\_ in the  
afternoon. I \_\_\_\_\_ in the evening and \_\_\_\_\_ at  
\_\_\_\_\_ at night.

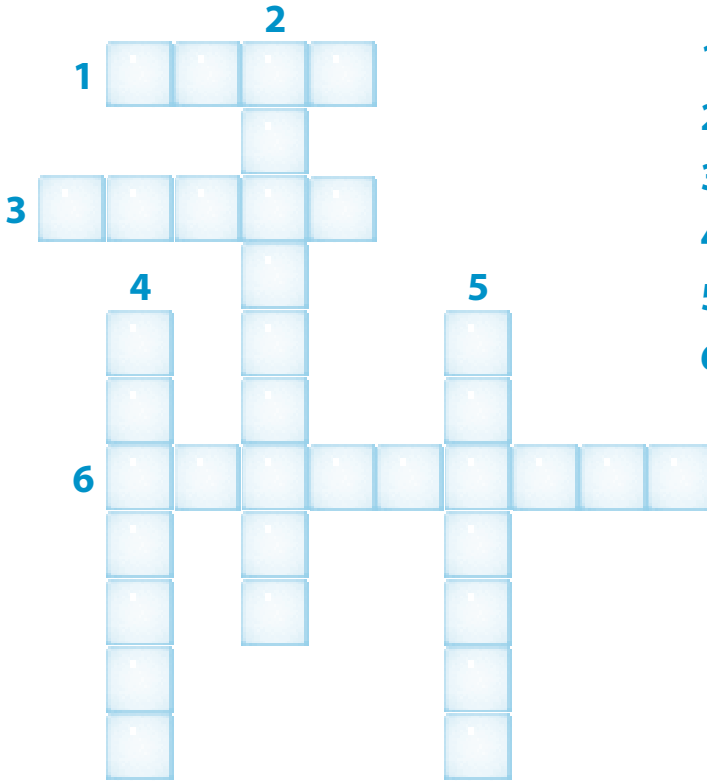
Padres de Familia:

Ejercicio 9. El niño resuelve el crucigrama con el vocabulario de la unidad. Se debe guiar por las claves para cada palabra.

Ejercicio 10. El niño debe leer las frases y hacer el dibujo correspondiente en cada recuadro. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.

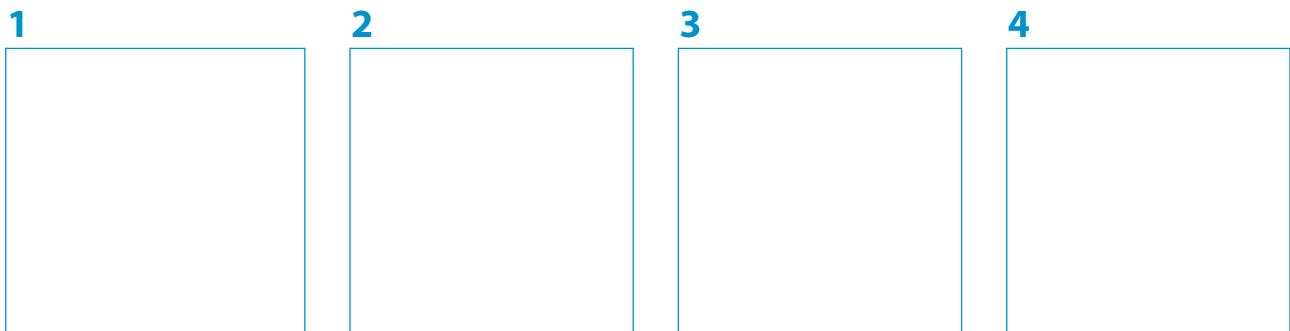


**9** Use the vocabulary of the lesson and solve the crossword.



- 1** This person makes delicious food.
- 2** This person takes care of our eyes.
- 3** This person lives in outer space.
- 4** This person works in a school.
- 5** This person uses special instruments.
- 6** This person walks on the moon.

**10** Read and draw.



- 1** a white moon
- 2** a yellow star
- 3** a brown telescope
- 4** a green alien

# Unit 4

Padres de Familia:

Ejercicio 1. El niño debe encerrar en un círculo la ilustración correspondiente a cada respuesta.

Ejercicio 2. El niño debe escribir las respuestas a las preguntas del Ejercicio 1. Cuando la tarea esté terminada, ponga su firma y la fecha.



## 1 Read the questions and circle the correct pictures.

1 What do tigers eat?



2 What do ringmasters have?



3 What do magicians have in their hats?



4 What do clowns do?



5 What do circus vendors sell?



## 2 Write the answers to the questions in Exercise 1.

- 1 Tigers eat \_\_\_\_\_.
- 2 \_\_\_\_\_.
- 3 \_\_\_\_\_.
- 4 \_\_\_\_\_.
- 5 \_\_\_\_\_.

Padres de Familia:

Ejercicio 3. Pida al niño que lea las respuestas y escriba las preguntas apropiadas.

Ejercicio 4. Explíquelo que debe usar la información para poder dibujar al mago. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**3** Read the answers and write the questions.

1 What does the magician wear \_\_\_\_\_ ?

The magician wears a red cape.

2 \_\_\_\_\_ ?

He carries a black hat.

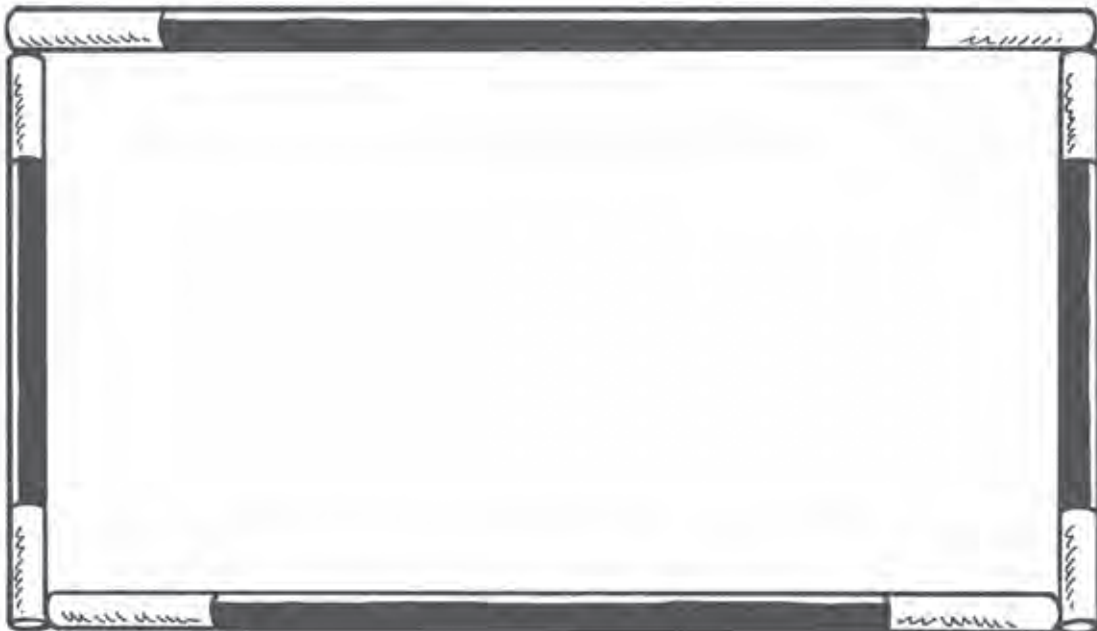
3 \_\_\_\_\_ ?

He has a rabbit in his hat.

4 \_\_\_\_\_ ?

The rabbit has a big pink flower in its mouth.

**4** Draw a picture of the magician.



Padres de Familia:

Ejercicio 5. El niño debe resolver las adivinanzas completando con las letras que faltan en cada palabra.

Ejercicio 6. El niño encuentra palabras relacionadas con el tema del zoológico dentro del recuadro y las encierra en un círculo. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



## 5 Answer the puzzles. Spell the animal words out loud.



1 I'm green and red and I'm a bird. What am I?

A p \_ \_ \_ \_ r \_ \_ \_ \_ .

2 I'm not a monkey. I don't have a tail. What am I?

A c \_ \_ \_ \_ m \_ \_ \_ \_ .

3 I'm not a fish but I live in the ocean. What am I?

A \_ \_ \_ h \_ \_ \_ l \_ \_ .

4 I'm a bird, but I'm not a parrot. What am I?

An \_ \_ \_ \_ g \_ \_ \_ e \_ .

5 I'm a very big cat. What am I?

A \_ \_ \_ i \_ g \_ \_ \_ .

## 6 Find zoo words in the letter strip. Circle them.



pfelephanttadmonkeyrshippocgzookeeperujbearot

Padres de Familia:

Ejercicio 7. El niño debe leer el texto sobre la familia Ring.

Ejercicio 8. El niño compara las ilustraciones con las oraciones y encierra en un círculo la respuesta correcta (T o F).

Ejercicio 9. El niño corrige las oraciones falsas. Cuando la tarea esté terminada, ponga su firma y la fecha.








**7 Read the following text about the Rings family.**

This is the Ring's family. They are circus people. They have a circus: "The Ring's Circus". Every night, The Ring's Circus opens at 9 o'clock. Martha Ring, the mother, is the vendor and sells popcorn. Roger Ring, the father, is the ringmaster. Valu is the lion. He roars a lot! There's a flag with Valu's picture in front of the circus. Roger's show starts at 9:15. It's the first show.

Tom Ring is the family's only son. He does magic tricks. His show is the second, it starts at 10 o'clock. Bobby is the pet, a happy monkey who wears a hat. Bobby dances and makes people laugh. His show starts at 10:30. It's the third.

Welcome to The Ring's Circus and have a lot of fun!

**8 Look at the pictures. Circle T (True) or F (False).**

- |   |   |                                   |                                    |   |
|---|---|-----------------------------------|------------------------------------|---|
| 1 |   | It's the young circus boy's name. | <input checked="" type="radio"/> T | F |
| 2 |  | It's Tom Ring's house.            | <input type="radio"/> T            | F |
| 3 |  | It's the tent's flag.             | <input type="radio"/> T            | F |
| 4 |  | It's Tom Ring's dog.              | <input type="radio"/> T            | F |
| 5 |  | It's Tom Ring's hat.              | <input type="radio"/> T            | F |

**9 Correct the false sentences in Exercise 2.**

---



---

Padres de Familia:

Ejercicio 10. Explique al niño que debe leer el horario de los trabajadores del circo. Pídale que use la información para poder responder las preguntas correctamente. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**10** Read about work at the circus. Answer the questions.



- 8:00 Circus workers start work
- 9:00 Feed all the animals
- 10:30 Elephant bath time
- 11:30 Exercise the horses
- 1:00 Lunch behind the circus tent
- 4:00 Clean the circus tent for the show
- 6:00 The circus show begins



**1** What time do the circus workers start work?

They start work at \_\_\_\_\_.

**2** What time do they bathe the elephants?

\_\_\_\_\_.

**3** What time do they clean the circus tent?

\_\_\_\_\_.

**4** What time do they feed the animals?

\_\_\_\_\_.

**5** What time do the circus workers have their lunch?

\_\_\_\_\_.

**6** What time do they exercise the horses?

\_\_\_\_\_.







Padres de Familia:


Ejercicio 2. Explique al niño que debe leer el texto sobre Barny González e interpretar las ilustraciones.


Ejercicio 3. El niño contesta las preguntas de acuerdo al texto e ilustraciones del Ejercicio 2. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



## 2 Read about Barny González.

Sixteen-year-old Barny González is the  Junior 

Champion. He trains every day. He  in the morning.

He , too. He works in the gym with his coach. Barny

eats  and fish and lots of . He has lots of , as well.

Barny González has three gold ! Congratulations, Barny!

## 3 Answer the questions.

1 Where does Barny González come from?

\_\_\_\_\_.

2 What sports does Barny do?

\_\_\_\_\_.

3 Does he train every day?

\_\_\_\_\_.

4 Does he run in the afternoon?

\_\_\_\_\_.

5 What does he eat?

\_\_\_\_\_.

6 Does Barny have any medals?

\_\_\_\_\_.

Padres de Familia:

Ejercicio 4. El niño debe leer los tres afiches y escribir tres deportes para cada uno según corresponda. Luego debe deletrearlos en inglés en voz alta.

Ejercicio 5. El niño debe escribir tres oraciones sobre su deporte favorito. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



4 Write three sports for each section. Spell the words out loud.

1 Sports with a special ball

---



---



---

2 Sports with special equipment

---



---



---

3 Sports with a special net

---



---



---

5 Write three sentences about your favorite sport.



I like \_\_\_\_\_ for \_\_\_\_\_

I wear \_\_\_\_\_

\_\_\_\_\_ | \_\_\_\_\_

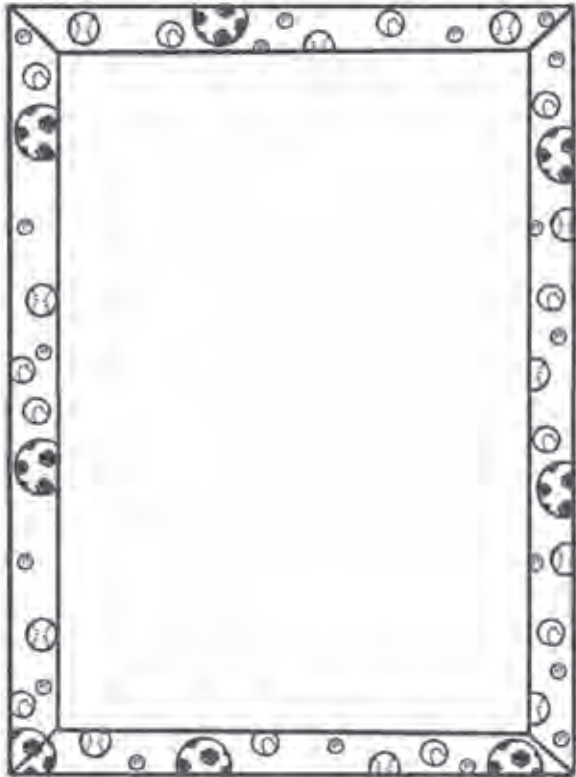
Padres de Familia:

Ejercicio 6. Pida al niño que encuentre una foto de un deportista famoso y que la pegue en su libro.

Ejercicio 7. Motívalo a imaginarse que va a entrevistar a su deportista y pídale que escriba las preguntas. Cuando la tarea esté terminada, por favor ponga su firma y la fecha en el círculo de verificación.



- 6** Find a picture of a famous sports personality and paste it in the frame. Interview this personality and write the answers.



**1.** Do you train every day?

---

---

**2.** Do you run in the morning?

---

---

**3.** Do you swim in the afternoon?

---

---

**4.** What do you eat?

---

---

**5.** Do you win competitions?

---

---

- 7** Use the information in Exercise 6 to write a short paragraph about the famous sports personality. Tell your classmates about him / her.

Padres de Familia:

Ejercicio 8. El niño debe leer la entrevista.

Ejercicio 9. Explique al niño que debe encerrar en un círculo la respuesta correcta (True o False) de acuerdo a la información que leyó en el Ejercicio 8. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**8 Read the interview.**

I: Hi Steve. Do you like sports?

S: Yes I do.

I: What's your favorite sport?

S: I love ice hockey.

I: Do you enter competitions?

S: No, I don't. I'm too young.

I: Do you play any other sports?

S: Yes, I play ping pong. I'm the school champion.

I: Do you have a medal?

S: Yes, of course I do.

I: Do you like boxing?

S: No, I don't.

I: Thanks, Steve.



**9 Circle True or False.**

- 1 Steve likes sports. True / False
- 2 Steve's favorite sport is running. True / False
- 3 Steve doesn't enter any competition. True / False
- 4 Steve plays basketball and volleyball at school. True / False
- 5 Steve doesn't have any medal. True / False
- 6 Steve likes boxing and karate too. True / False

# Unit 6

Padres de Familia:

Ejercicio 1. El niño debe ordenar las letras para formar los nombres de las enfermedades. Luego, debe unir con una línea cada palabra a su respectiva ilustración. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



## 1 Unscramble the words. Match them to the pictures.

1 l c o d

cold



2 o s r e h o r t a t



3 e e a d h c a h



4 o o t t a h h c e



5 y t m m u a e h c



6 e r a a e c h



7 r e e v f



8 h c u o g




Padres de Familia:

Ejercicio 2. Explique al niño que debe escribir las palabras que faltan para completar el anuncio de la tortuga.

Ejercicio 3. Pídale que invente un juguete y que lo dibuje. Después, debe escribir un anuncio para su juguete. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



2 Write the missing words to complete the advertisement.



## Terrific Turtle

The Terrific Turtle is a turtle plus!

\_\_\_\_\_ it swim with you? Yes, it \_\_\_\_\_!

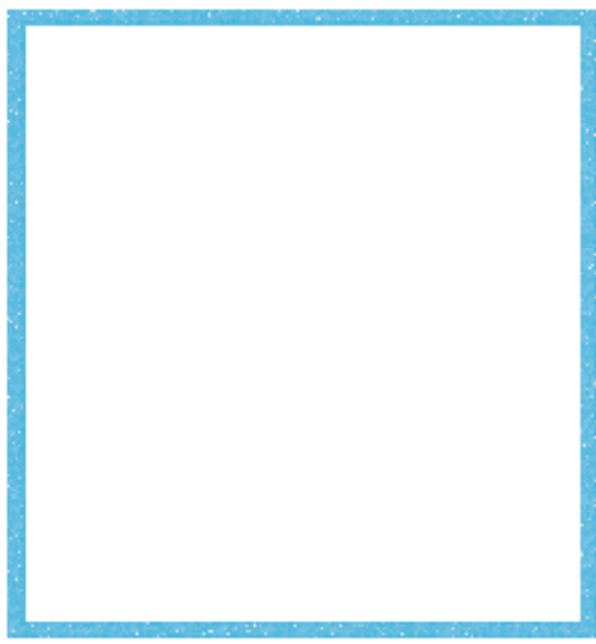
\_\_\_\_\_ it play in your yard with you?

Yes, \_\_\_\_\_!

\_\_\_\_\_ it talk to you? Yes, \_\_\_\_\_!

Buy a Terrific Turtle today!

3 Draw a picture of a new toy. Write an advertisement following the model in Exercise 2 and using the ideas on page 80 of the Student's Book.




---

---

---

---

---

---

---

---

---

---



Padres de Familia:

Ejercicio 4. Explique al niño que debe escribir las letras que faltan para completar las palabras.

Ejercicio 5. Pídale que encuentre y encierre en un círculo las letras para descubrir el malestar de Tommy y poder completar la oración. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**4** Write the missing letters.

1 br\_\_ken

5 k\_\_ee

2 wr\_\_st

6 b\_\_mp

3 wh\_\_elchair

7 el\_\_ow

4 an\_\_le

8 cr\_\_tches

**5** Find the letters. Write the word.



Tommy has a f\_\_\_\_\_.



Padres de Familia:

Ejercicio 6. El niño debe leer las oraciones y elegir la palabra del recuadro que corresponde para completar la información que falta.

Ejercicio 7. El niño debe completar el párrafo con el vocabulario de la unidad y reportarlo a un compañero. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**6 Read the information. Use the words in the box to complete the sentences.**

1 He has a broken leg.

He can't \_\_\_\_\_

2 She has a sore throat.

She can't \_\_\_\_\_

3 He has a toothache.

He can't \_\_\_\_\_

4 She has a broken wrist.

She can't \_\_\_\_\_

5 He has an earache.

He can't \_\_\_\_\_

- eat
- hear
- talk
- walk
- write

**7 Complete the paragraph. Tell your partner.**

My friend Phil is sick. He has a \_\_\_\_\_. He can't \_\_\_\_\_.

He has a \_\_\_\_\_ and a \_\_\_\_\_, too. He can't \_\_\_\_\_.

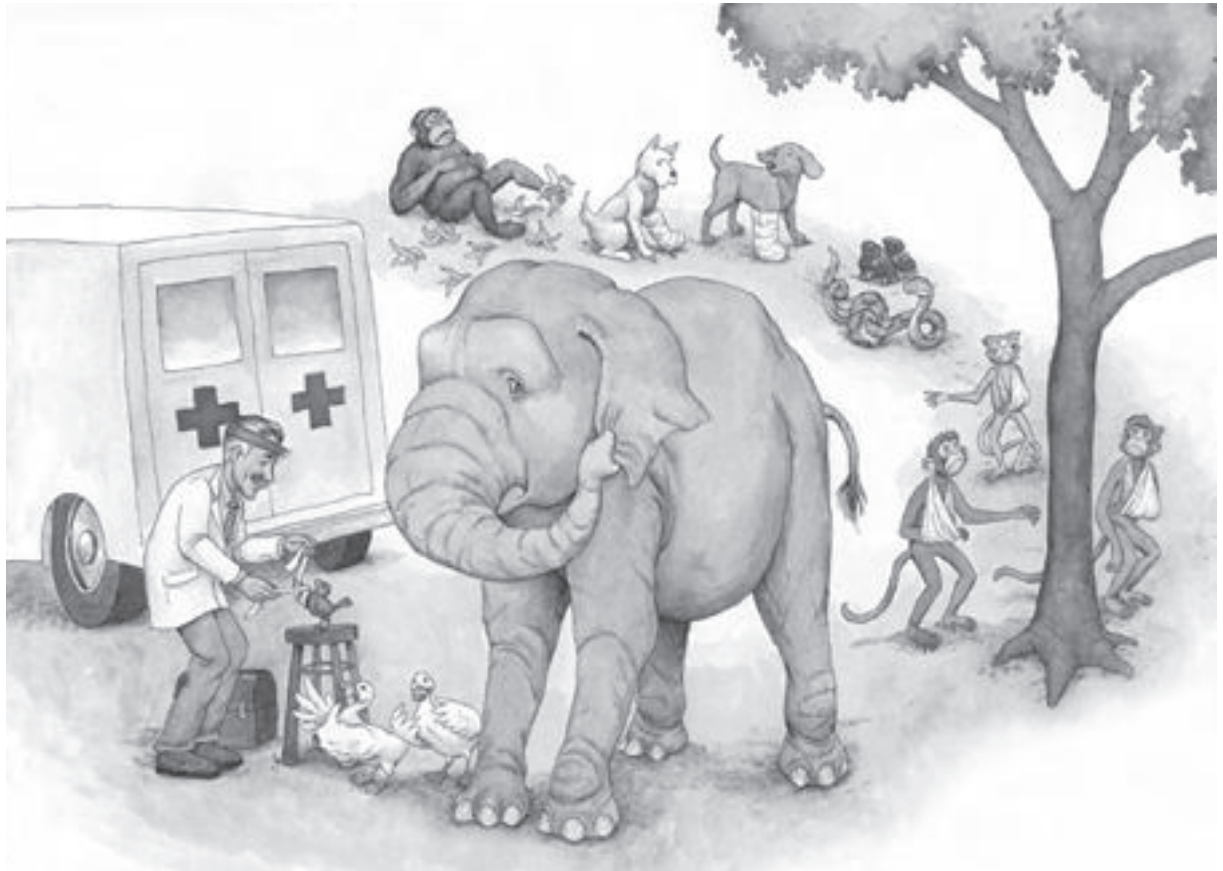
and he can't \_\_\_\_\_. Poor Phil!

Padres de Familia:

Ejercicio 8. El niño debe observar la ilustración y completar las oraciones de acuerdo a los problemas de salud que detecte dentro de la misma. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**8** Look at the picture. What's the problem with them?



- 1 The gorilla has \_\_\_\_\_.
- 2 The dogs have \_\_\_\_\_.
- 3 The monkeys have \_\_\_\_\_.
- 4 The elephant has \_\_\_\_\_.
- 5 The snake \_\_\_\_\_.
- 6 The little bird \_\_\_\_\_.

Padres de Familia:

Ejercicio 9. Explique al niño que debe completar las ilustraciones y escribir las palabras que corresponden a cada una.

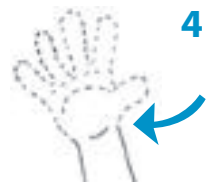
Ejercicio 10. El niño debe agrupar las palabras del recuadro en la tabla de acuerdo a las partes del cuerpo. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**9 Complete the pictures and write the words. Spell them out loud.**



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

**10 Group the words according to the parts of the body.**

- wrist
- elbow
- knee
- ear
- ankle
- mouth

| head | leg | arm |
|------|-----|-----|
|      |     |     |
|      |     |     |



Padres de Familia:

Ejercicio 2. Pida al niño que lea el texto sobre Brad y su perro, Tiger.

Ejercicio 3. Explíquelo que debe escribir cada oración en el pasado para poder escribir un párrafo sobre lo que hicieron Brad y Tiger ayer.

Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**2** Read the story about Brad and his dog.



Every day Brad walks in the park with his dog, Tiger. Tiger plays with his ball. Brad plays baseball with his friends. The boys talk and laugh a lot. Then the boys call Tiger and they all walk back to Brad's house. They listen to his CDs in his bedroom.

**3** Write about what Brad and Tiger did yesterday.

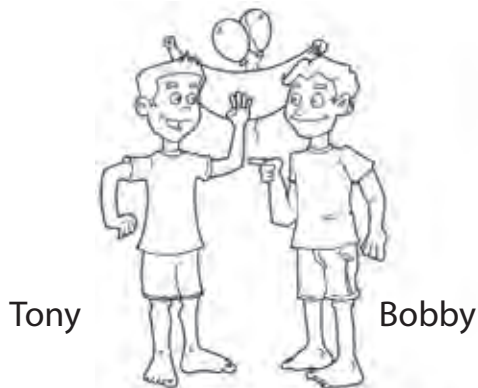
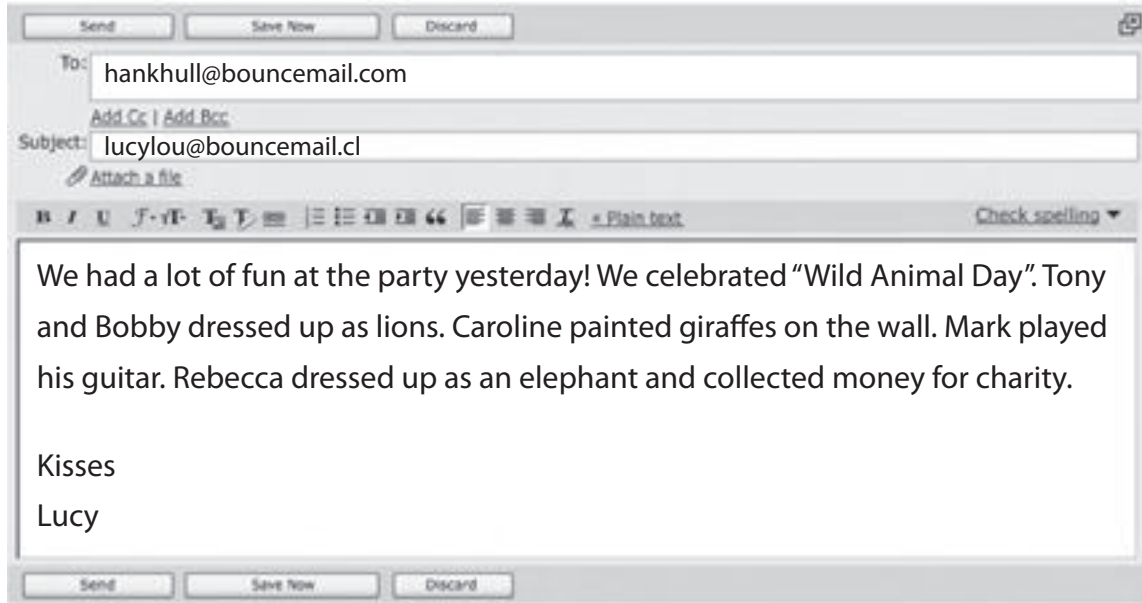
Yesterday Brad \_\_\_\_\_ walked in the park with his dog, Tiger  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Padres de Familia:

Ejercicio 4. El niño debe leer el e-mail y completar las ilustraciones de acuerdo a lo leído. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



#### 4 Read and complete the pictures.



Tony

Bobby



Caroline



Mark



Rebecca



Padres de Familia:

Ejercicio 5. El niño relaciona cada descripción con su respectiva imagen, escribiendo en cada recuadro el número correcto.

Ejercicio 6. El niño debe ayudar a escoger tipo de fiesta, decoración y vestimenta, marcando cada recuadro. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**5** Read these descriptions. Match them with the pictures.



Carnival / Brazil



Diwali / India



Halloween / USA and Britain

- 1** An important Hindu celebration with special food, Hindu music, food, gifts, and lighting lamps.
- 3** A period of enjoyment with dancing, shows, costumes, and parades.
- 4** The night of October 31<sup>st</sup>, when children go trick-or-treating and have fun dressing up as monsters, witches, and ghosts.

**6** Janet is preparing an original birthday party for her best friend. Help her plan the party. Choose your favorite options.

The party theme is  Halloween  Diwali  Carnival

Decoration

- Colorful pictures, plants, fruits and flowers
- Pictures of monsters and ghosts
- Religious pictures and symbols, candles

Clothes

- Costumes of monsters, witches or ghosts
- Comfortable colored cotton clothes
- Funny costumes of different characters



Padres de Familia:

Ejercicio 7. El niño reordena las letras para formar acciones.

Ejercicio 8. El niño completa correctamente la tabla con los verbos del Ejercicio 7. Luego, en el globo de texto escribe una oración acerca de lo que hizo ayer. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**7** Unscramble the verbs. Spell them out loud.

A decorative graphic on the left side of the exercise, featuring a large grey arrow pointing upwards and to the right, surrounded by several grey circles of different sizes.

dalwek      **1** w \_\_\_\_\_

isteln      **2** l \_\_\_\_\_

lolcetc      **3** c \_\_\_\_\_

ekdtla      **4** t \_\_\_\_\_

pehl      **5** h \_\_\_\_\_

eteecrlba      **6** c \_\_\_\_\_

dedcna      **7** d \_\_\_\_\_

aulhge      **8** l \_\_\_\_\_

**8** Write the verbs from Exercise 7 in the correct column.

| Present | Past |
|---------|------|
|         |      |
|         |      |
|         |      |
|         |      |

Write a sentence about you.

Yesterday, I \_\_\_\_\_  
\_\_\_\_\_



Padres de Familia:

Ejercicio 9. Explique al niño que debe leer las oraciones de la historia sobre Lucy y Hank y numerarlas en el orden correcto. Las primeras dos oraciones han sido numeradas para ayudarlo.

Ejercicio 10. Pídale que dibuje a Lucy y a Hank disfrazados de brujos en Elm Town el año pasado. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**9** Number the sentences in the correct order to make a story.

\_\_\_ They collected lots of candy.

2 Their grandparents live there.

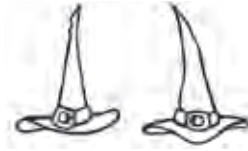
\_\_\_ They danced in long black costumes and tall black hats.

\_\_\_ It was Halloween so they dressed up as witches.

\_\_\_ Lots of other children dressed up in funny costumes, too.

1 Last year Lucy and Hank celebrated Halloween in Elm Town.

\_\_\_ They walked to all of the houses in Elm Town.



**10** Draw Lucy and Hank in Elm Town last year.



**11** Write the story in order on a sheet of paper. Read it aloud to your classmates.

# Unit 8

Padres de Familia:

Ejercicio 1. El niño reordena las letras y escribe los verbos correctamente.

Ejercicio 2. El niño completa las oraciones con los verbos del Ejercicio 1. Cuando la tarea esté terminada, ponga su firma y la fecha.



## 1 Help Bobby Bounce write the words correctly.

1 eta      ate

2 erow      wore

3 tnew      \_\_\_\_\_

4 evag      \_\_\_\_\_

5 asw      \_\_\_\_\_

6 edam      \_\_\_\_\_

7 thguob      \_\_\_\_\_

8 dah      \_\_\_\_\_



## 2 Follow the model on page 36 of the Homework Book and write about what Bobby Bounce did yesterday.

a. Use the verbs in Exercise 1 and your own ideas.

b. Tell your classmates.

Yesterday, Bobby Bounce \_\_\_\_\_ to the \_\_\_\_\_.

\_\_\_\_\_ a \_\_\_\_\_. He \_\_\_\_\_ lunch in a \_\_\_\_\_.

He \_\_\_\_\_ a \_\_\_\_\_.

Then, Bobby Bounce \_\_\_\_\_ the \_\_\_\_\_ to his \_\_\_\_\_. He

\_\_\_\_\_ very happy!



Padres de Familia:

Ejercicio 5. Explique al niño que debe completar las líneas de la canción con los verbos que se encuentran dentro del marco. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**5** Listen to the song *Funny Food*. Complete it with the correct verbs.

- ~~went~~
- ate
- made
- walked
- went
- jumped
- gave
- bought
- made
- gave
- laughed
- went

*Funny Food*



Last month, I went to the candy store,  
I \_\_\_\_\_ some bubble gum there.  
I \_\_\_\_\_ a bubble as I \_\_\_\_\_ home.  
It exploded in my hair!

Last week, I \_\_\_\_\_ to the movies,  
They \_\_\_\_\_ me popcorn in a box.  
I \_\_\_\_\_ so much the popcorn \_\_\_\_\_  
From the box into my socks!

Yesterday, I \_\_\_\_\_ to the market,  
I \_\_\_\_\_ a banana cake.  
It tasted good but \_\_\_\_\_ me sick,  
It \_\_\_\_\_ me a tummy ache!



Padres de Familia:

Ejercicio 6. Pida al niño que lea el texto sobre Bonnie Blanket. Explíquelo que debe imaginarse a una persona famosa del pasado y dibujarla.

Ejercicio 7. Pídale que responda las preguntas con relación al personaje imaginario que dibujó. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**6 Draw an imaginary person from the past.**



**7 Write about your imaginary person from Exercise 6.**

- 1 What was his / her name?
- 2 When was he / she born?
- 3 Where was he / she from?
- 4 Write about important events in his / her life.

Four horizontal blue lines for writing answers to the questions.

Padres de Familia:

Ejercicio 8. El niño debe leer el texto y completar con la información que falta acerca de los eventos en la vida de Hans Christian Andersen y relacionarlos con las fechas. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



## 8 Read and complete the time line.



Hans Christian Andersen was Danish.

He was born on April 2, 1805. His family was very poor. Hans Christian

Andersen went to Denmark in 1819. He started to write stories in 1835.

He wrote 168 stories between 1835-1872. He died in 1875, but his stories are still famous today. Do you know The Little Mermaid, The Emperor's New Clothes, and The Ugly Duckling, for example?

1805: He \_\_\_\_\_.

1819: He \_\_\_\_\_ Denmark.

1835: He \_\_\_\_\_ to \_\_\_\_\_ stories.

1835 – 1872: He \_\_\_\_\_ 168 \_\_\_\_\_.

1875: He \_\_\_\_\_.

Padres de Familia:

Ejercicio 9. El niño debe encerrar en un círculo sus opciones preferidas para crear su propia historia.

Ejercicio 10. El niño completa las preguntas con las palabras del cuadro y luego las responde con relación a su propia historia. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**9 Create your own story by circling your preferences.**

The children of Delaney School went on a day trip last Monday / Wednesday / Friday. They visited the Dinosaur Museum / Science Museum / Toy Museum. They traveled to the museum by car / bus / train. The guide told them all about dinosaurs / science / toys through history. The children's parents met them at the entrance of the museum at 2 o'clock / 3 o'clock / 4 o'clock.

**10 Complete and answer the questions about Exercise 10.**

- What time
- How
- Where
- Who
- ~~When~~

1 When did the children go on a day trip?  
\_\_\_\_\_.

2 \_\_\_\_\_ did they go?  
\_\_\_\_\_.

3 \_\_\_\_\_ did they travel there?  
\_\_\_\_\_.

4 \_\_\_\_\_ told them about the museum?  
\_\_\_\_\_.

5 \_\_\_\_\_ did the parents meet them at the museum?  
\_\_\_\_\_.





# Unit 9

Ejercicio 1. El niño busca y encierra en el crucigrama las palabras del recuadro.

Ejercicio 2. El niño asocia las pistas con las palabras del Ejercicio 1. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



## 1 Find the words below in the puzzle and circle them.

- aquarium
- picnic
- downtown
- skating rink
- fairground
- ~~fitness center~~
- swimming pool
- library

|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| f | i | t | n | e | s | s | c | e | n | t | e | r |
| n | a | f | a | i | r | g | r | o | u | n | d | d |
| v | l | i | b | r | a | r | y | s | t | a | e | o |
| z | p | k | u | w | q | e | t | u | f | a | b | w |
| w | s | i | a | q | u | k | e | n | u | s | i | n |
| b | h | d | c | d | a | v | u | l | r | a | n | t |
| n | k | e | b | n | r | f | d | l | c | a | k | o |
| t | u | u | s | b | i | f | l | o | n | g | p | w |
| f | i | y | c | l | u | c | o | q | f | m | e | n |
| u | s | w | i | m | m | i | n | g | p | o | o | l |
| m | p | s | k | a | t | i | n | g | r | i | n | k |

## 2 Read the clues and write the places from Exercise 1.

- 1 There are a lot of books. \_\_\_\_\_
- 2 You can see fish there. \_\_\_\_\_
- 3 People go there to swim. \_\_\_\_\_
- 4 You go to a park for this. \_\_\_\_\_
- 5 People go there to do sports. \_\_\_\_\_
- 6 There are lots of rides there. \_\_\_\_\_
- 7 People go there to skate. \_\_\_\_\_
- 8 You can find stores there. \_\_\_\_\_

Padres de Familia:

Ejercicio 1. El niño debe encontrar las palabras del recuadro dentro del crucigrama y encerrarlas con un círculo.

Ejercicio 2. El niño lee las claves y escribe las palabras del Ejercicio 1. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



3 Correct the sentences about Rufus last week.



1 Last Monday, Rufus was at the fitness center.

No, he wasn't at the fitness center. He was at the library

2 Last Tuesday, Rufus was at the swimming pool.

No, \_\_\_\_\_

3 Last Wednesday, Rufus was having a picnic.

\_\_\_\_\_

4 Last Thursday, Rufus was at the fairground.

\_\_\_\_\_

5 Last Friday, Rufus was at the skating rink.

\_\_\_\_\_

Padres de Familia:

Ejercicio 4. El niño debe mirar las ilustraciones y escribir la palabra que corresponde a cada una de ellas para completar las oraciones.

Ejercicio 5. El niño debe escribir acerca de otro lugar y hacer un dibujo relacionado en el recuadro. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**4** Complete the sentences with the places.

1 John didn't go to the  \_\_\_\_\_.

He went to the  \_\_\_\_\_.

2 The children weren't at the  \_\_\_\_\_.

They were at the  \_\_\_\_\_.

3 Susie went  \_\_\_\_\_ to buy food for her  \_\_\_\_\_.

**5** Write a sentence about another place and draw a picture.

---

---

---

---

---

---

---



Padres de Familia:

Ejercicio 6. El niño debe completar la canción guiándose por las ilustraciones.

Ejercicio 7. Pídale al niño que recuerde la última vez que se divirtió con sus amigos y que haga un dibujo de esa experiencia. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.




6 Read the lyrics of the song *I didn't do it!*. Write another verse for the song.


*I didn't do it!*

My mom always said to me,  
Clean your teeth, brush your hair,  
Take a shower, please take care!  
I didn't do what she said.  
I had fun with my friends instead!



I didn't  , \_\_\_\_\_

I \_\_\_\_\_ 

I \_\_\_\_\_ 

I didn't take care!  
I didn't do what she said.  
I had fun with my friends instead!

7 Draw a picture of what you did with your friends to have fun.



Padres de Familia:

Ejercicio 8. Pídale al niño que lea la carta de Bobby.

Ejercicio 9. El niño debe completar el diario con la información que leyó en la carta. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



## 8 Read Bobby's letter.

Dear Fernando:

Last week, there was no school but I was very busy. On Monday, I went to the swimming pool with my friends. On Tuesday, I watched a movie at home. I didn't go to the movie theater. On Wednesday, I went to the fitness center with my dad. On Thursday, I stayed at home. On Friday, I went to Danny's birthday party at the fairground. And on Saturday, I went downtown with my mom and dad.

Best wishes

Bobby.

## 9 Complete the diary with information from Bobby's letter.

**Monday:** I went to the \_\_\_\_\_

**Tuesday:** I watched \_\_\_\_\_

**Wednesday:** I went to the \_\_\_\_\_

**Thursday:** I stayed at home \_\_\_\_\_

**Friday:** I went to Danny's \_\_\_\_\_

**Saturday:** I went \_\_\_\_\_

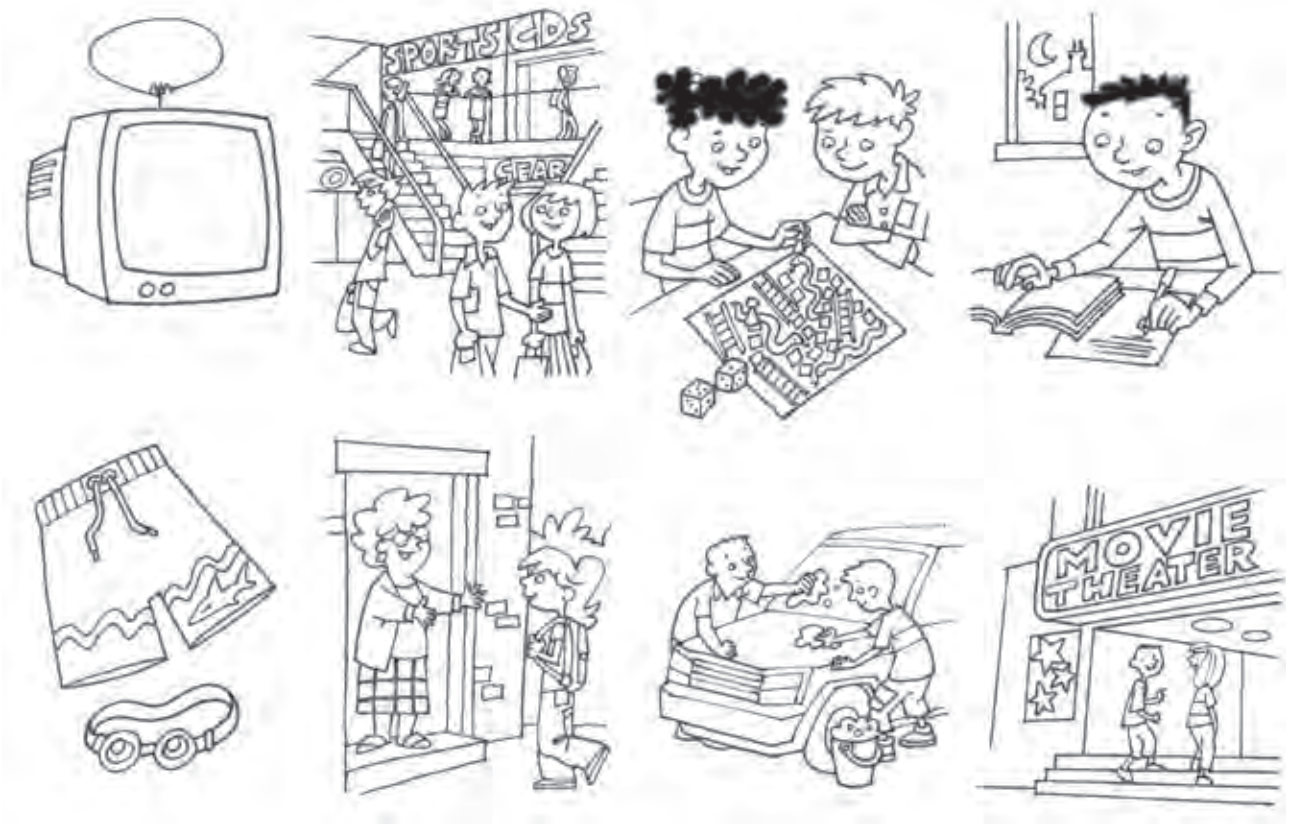
Padres de Familia:

Ejercicio 10. Explique al niño que debe mirar las ilustraciones y trazar un círculo a las actividades que hizo el fin de semana pasado.

Ejercicio 11. Pídale que escriba oraciones sobre lo que hizo y lo que no hizo el sábado pasado. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



10 Circle the activities you did last weekend.



11 Write about your last weekend activities.

1 | \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 I did not \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Unit 10

Padres de Familia:

Ejercicio 1. El niño debe completar las palabras de la columna izquierda con las letras que faltan y luego unir cada una de ellas a las ilustraciones de la columna derecha. Cuando la tarea esté terminada, ponga su firma y la fecha.



## 1 Complete the words. Match them to the pictures.

1 t or n a d o

2 d ou t

3 oo

4 s rm

5 h ica

6 he w e

f

r

h

a

e

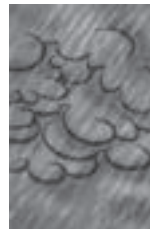
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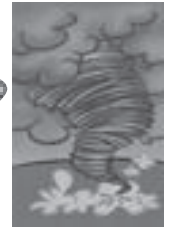
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Padres de Familia:

Ejercicio 2. Pida al niño que observe la ilustración atentamente y que lea las preguntas. Debe responderlas usando las oraciones *Yes, they were* o *No, they weren't*. Cuando la tarea esté terminada, por favor ponga su firma y la fecha en el círculo de verificación.



## 2 Write about a picnic at the park.

- a. Look at the picture and answer the questions with *Yes, they were* or *No, they weren't*.



- 1 Were the backpacks on the grass? \_\_\_\_\_.
- 2 Were the apples on the table? \_\_\_\_\_.
- 3 Were the sandwiches under the tree? \_\_\_\_\_.
- 4 Were the cookies on the table? \_\_\_\_\_.
- 5 Were the bicycles under the tree? \_\_\_\_\_.
- 6 Were the sodas on the table? \_\_\_\_\_.

- b. Use your answers to write about the picnic. Follow the model on page 136 of the Student's book.

Last Sunday, Mark and his friends had a picnic at the park. The backpacks \_\_\_\_\_.

The apples \_\_\_\_\_, they were \_\_\_\_\_.

The \_\_\_\_\_ under the tree, they were \_\_\_\_\_.

The sodas \_\_\_\_\_.

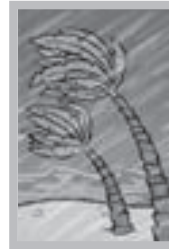
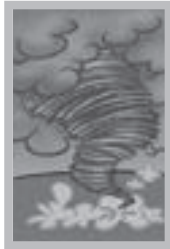
Padres de Familia:

Ejercicio 3. Pídale al niño que lea las oraciones y las complete con las palabras que faltan. Luego debe escribir el número de cada oración en los recuadros de cada imagen según corresponda.

Ejercicio 4. El niño debe ordenar las letras para formar dos palabras. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



### 3 Complete the sentences and match them to the pictures.



1 Oh! It's so hot! There's a \_\_\_\_\_.

2 There was a \_\_\_\_\_ last night and now everything is white!

3 A terrible \_\_\_\_\_ hit Florida last night destroying hundreds of houses.

4 It's dangerous to stand under a tree when there's \_\_\_\_\_ and \_\_\_\_\_.

5 A \_\_\_\_\_ hit Texas yesterday destroying all the houses and trees.

6 There's water in all the houses because of the \_\_\_\_\_.

### 4 Unscramble the words and write sentences with them.

r h d u t o g \_\_\_\_\_

\_\_\_\_\_

t m s r o \_\_\_\_\_

\_\_\_\_\_



Padres de Familia:

Ejercicio 5. El niño debe completar el párrafo con las palabras del recuadro.

Ejercicio 6. El niño contesta las preguntas sobre el párrafo del Ejercicio 5. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



## 5 Complete the paragraph with the words in the box.

• covered • volcano • erupted • flow • lava • noise • smoke

There's a very big mountain in Italy. It's a  
 \_\_\_\_\_ called Mount Etna. One day,  
 in March 1983, the people of Sicily looked up and saw  
 \_\_\_\_\_ on the top of the volcano.



Then they heard a terrible \_\_\_\_\_.  
 The earth trembled.

The volcano \_\_\_\_\_ and suddenly lava  
 began to \_\_\_\_\_ down to the houses below.  
 The \_\_\_\_\_ traveled fast and soon it \_\_\_\_\_  
 everything and everyone.



## 6 Answer the questions about the paragraph in Exercise 5.

1 When was the event? \_\_\_\_\_

2 What did the people see? \_\_\_\_\_

3 What happened with the lava? \_\_\_\_\_



Padres de Familia:






Ejercicio 7. El niño completa las oraciones de acuerdo al clima en cada ilustración.

Ejercicio 8. Basado en el ejemplo y las ilustraciones, el niño completa las oraciones sobre Andrew.

Ejercicio 9. El niño completa el diario de Andrew usando la información de los Ejercicios 7 y 8. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.





## 7 Write about the weather.

- 1  Last Monday \_\_\_\_\_.
- 2  Last week \_\_\_\_\_.
- 3  Last summer \_\_\_\_\_.
- 4  Last winter \_\_\_\_\_.
- 5  Yesterday \_\_\_\_\_.

## 8 Complete the sentences about Andrew's visit to the beach.

Yesterday Andrew went to the beach.

 ✓ There were umbrellas.  ✗ There wasn't sun.

1  ✗ There \_\_\_\_\_ a boat in the ocean.

2  ✗ There \_\_\_\_\_ any wind.

3  ✓ There \_\_\_\_\_ many seagulls.

4  ✓ There \_\_\_\_\_ people.

## 9 Write Andrew's diary. Use the information in Exercise 7 and 8.

Yesterday it was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Padres de Familia:

Ejercicio 10. Explique al niño que debe decodificar el criptograma para descubrir un mensaje escondido. Cada número representa una letra. Cuando la tarea esté terminada, por favor ponga su firma y la fecha.



**10** Decode the cryptogram and figure out what the message says.

|    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| o  | f  | X  | p  | n  | b  | e  | i  | s  | y  | c  | h  | z  |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| j  | q  | k  | m  | g  | r  | l  | u  | w  | t  | a  | d  | v  |

|    |    |   |  |    |   |    |   |   |
|----|----|---|--|----|---|----|---|---|
| 23 | 12 | 7 |  | 12 | 1 | 21 | 9 | 7 |
|    |    |   |  |    |   |    |   |   |



|    |    |   |  |    |    |   |    |    |   |   |
|----|----|---|--|----|----|---|----|----|---|---|
| 23 | 12 | 7 |  | 11 | 20 | 1 | 23 | 12 | 7 | 9 |
|    |    |   |  |    |    |   |    |    |   |   |



|    |   |  |    |   |    |    |
|----|---|--|----|---|----|----|
| 22 | 7 |  | 22 | 7 | 24 | 19 |
|    |   |  |    |   |    |    |

|    |   |    |
|----|---|----|
| 24 | 5 | 25 |
|    |   |    |



|    |    |   |
|----|----|---|
| 23 | 12 | 7 |
|    |    |   |

|   |   |   |    |  |    |   |  |   |    |    |
|---|---|---|----|--|----|---|--|---|----|----|
| 2 | 1 | 1 | 25 |  | 22 | 7 |  | 7 | 24 | 23 |
|   |   |   |    |  |    |   |  |   |    |    |

|    |    |   |  |    |   |   |   |   |    |   |   |    |  |   |   |
|----|----|---|--|----|---|---|---|---|----|---|---|----|--|---|---|
| 24 | 19 | 7 |  | 25 | 7 | 4 | 7 | 5 | 25 | 7 | 5 | 23 |  | 1 | 5 |
|    |    |   |  |    |   |   |   |   |    |   |   |    |  |   |   |

|    |    |   |  |    |   |    |    |    |   |    |
|----|----|---|--|----|---|----|----|----|---|----|
| 23 | 12 | 7 |  | 22 | 7 | 24 | 23 | 12 | 7 | 19 |
|    |    |   |  |    |   |    |    |    |   |    |

# ANSWERS

## Unit 1

### Exercise 1

Los alumnos dibujan y colorean una casa, al lado de ella un árbol y delante de ella un auto.

### Exercise 2

Los alumnos describen los colores con los que han pintado los dibujos.

### Exercise 3

2 behind. 3 in front of. 4 next to. 5 in front of.

### Exercise 4

- skateboard on the bottom shelf.
- In Picture A there's a baseball bat on the bottom shelf.  
In Picture B there's a baseball bat on the top shelf.
- In Picture A there's a video game on the bottom shelf.  
In Picture B there's a video game on the top shelf.

### Exercise 5

- Dibujo de Benny Bounce delante del árbol.
- Dibujo de Benny Bounce detrás de la casa.
- Dibujo de Benny Bounce al lado del pastel.

### Exercise 6

- restaurant. 2 beauty parlor. 3 hotel.
- supermarket. 5 bookstore. 6 drugstore.

### Exercise 8

toy store, fire house, school.

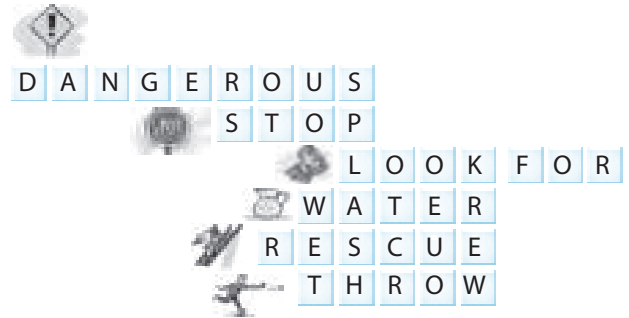


## Unit 2

### Exercise 2

don't stand / don't wear / don't check / play /  
don't wear / don't eat / like

### Exercise 3



### Exercise 4

Los alumnos encuentran la palabra escondida y la escriben: splash.

### Exercise 5

Los estudiantes leen lo que dice Becky Bounce.

### Exercise 6

|                         | Jane and Budd | Katie and Peter |
|-------------------------|---------------|-----------------|
| Take the school bus     | ✓             |                 |
| Wear a uniform          |               | ✓               |
| Do projects             |               | ✓               |
| Go to the computer room | ✓             |                 |

### Exercise 7

- get up at six o'clock.
- wear their school uniforms.
- stand on line for the bus.
- take the bus to school.
- do their school work with grade four.

### Exercise 8

fire – fire engine – water

## Unit 3

### Exercise 1

2 sick. 3 love. 4 work. 5 use. 6 teach.

### Exercise 2

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| s | b | r | u | s | h | w | c |
| i | q | t | h | m | e | a | p |
| p | l | a | y | u | x | s | i |
| d | r | k | j | d | v | h | y |
| l | b | e | t | c | c | w | f |
| k | l | m | s | t | h | u | g |
| a | h | b | a | i | m | e | o |
| r | y | w | j | h | a | v | e |
| i | e | a | r | l | k | c | g |
| f | z | e | c | l | e | a | n |

### Exercise 3

Los estudiantes escriben acerca de las actividades que ellos realizan durante el día.

### Exercise 4

alien, astronaut, earth, moon, planet, telescope.

### Exercise 5

alien, black, planet, earth, telescope.

### Exercise 6

Los estudiantes leen el texto sobre el extraterrestre.

### Exercise 7

Los estudiantes eligen una de las oraciones del texto y dibujan el extraterrestre realizando esa actividad.

### Exercise 8

Los estudiantes escriben un párrafo sobre sus actividades diarias.

### Exercise 9

1 chef. 2 eye doctor. 3 alien. 4 teacher.  
5 dentist. 6 astronaut.

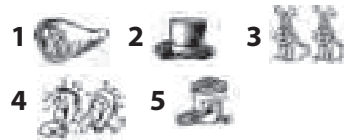
### Exercise 10

1 una luna blanca. 2 una estrella amarilla.  
3 un telescopio café. 4 un extraterrestre verde.

## Unit 4

### Exercise 1

Los alumnos trazan un círculo alrededor de las respuestas correctas.



### Exercise 2

- meat.
- Ringmasters have a black hat.
- Magicians have rabbits in their hats.
- Clowns make you laugh.
- Circus vendors sell popcorn.

### Exercise 3

- What does the magician carry?
- What does the magician have in his hat?
- What does the rabbit have in its mouth?

### Exercise 4

Los alumnos dibujan un mago.

### Exercise 5

- parrot. 2 chimpanzee. 3 whale. 4 eagle.  
5 tiger.

### Exercise 6

Elephant – monkey – hippo – zookeeper – bear

### Exercise 8

- True. 2 True. 3 True. 4 False. 5 False.

### Exercise 9

- It's Tom Ring's monkey. 5 It's Spike's hat.

### Exercise 10

- 8:00. 2 They bathe the elephants at 10:30.  
3 They clean the circus tent at 4:00.  
4 They feed the animals at 9:00. 5 They have  
lunch at 1:00. 6 They exercise the horses at 11:30.

## Unit 5

### Exercise 1





### Exercise 2

Los alumnos leen el texto interpretando las ilustraciones.

### Exercise 3

- 1 He comes from the United States.
- 2 He does karate, he runs and swims.
- 3 Yes, he does.
- 4 No, he doesn't.
- 5 He eats meat, fish and lots of vegetables and fruit.
- 6 Yes, he has three.

### Exercise 4

Los estudiantes completan los recuadros con los nombres de distintos tipos de deportes.

### Exercise 5

Los estudiantes escriben tres oraciones acerca de su deporte favorito.

### Exercise 6

Los estudiantes encuentran la foto de un deportista famoso y la pegan en el libro. Luego interrogan al personaje y escriben las respuestas.

### Exercise 7

Con la información de la entrevista, los estudiantes escriben un párrafo sobre el deportista, siguiendo los ejemplos del Libro del Estudiante.

### Exercise 8








Los estudiantes leen la entrevista.

### Exercise 9

- 1 True. 2 False. 3 True. 4 False. 5 False. 6 False.

## Unit 6

### Exercise 1

- |   |  |
|---|--|
| 1 cold  | 5 tummy ache  |
| 2 sore throat  | 6 earache     |
| 3 headache     | 7 fever       |
| 4 toothache    | 8 cough       |

### Exercise 2

Can/ can/ Can/ it can/ Can/ it can.

### Exercise 3

Los alumnos dibujan un juguete nuevo y escriben un aviso publicitario.

### Exercise 4

- 1 broken 2 wrist 3 wheelchair 4 ankle  
5 knee 6 bump 7 elbow 8 crutches

### Exercise 5

Los alumnos encuentran y trazan círculos alrededor de las letras escondidas en el dibujo. La respuesta es: fever.

### Exercise 6

- 1 walk. 2 talk. 3 eat. 4 write. 5 hear.

### Exercise 7

Los estudiantes completan el párrafo y lo leen para compararlo con los otros.

### Exercise 8

- 1 a tummy ache. 2 broken legs. 3 broken arms.  
4 an ear ache. 5 can't climb trees. 6 can't fly.

### Exercise 9

- 1 elbow. 2 ankle. 3 ear. 4 wrist. 5 knee. 6 tummy.

### Exercise 10

|       |       |       |
|-------|-------|-------|
| head  | leg   | arm   |
| ear   | knee  | wrist |
| mouth | ankle | elbow |

## Unit 7

### Exercise 1

- |           |            |
|-----------|------------|
| Across:   | Down:      |
| 2 called  | 1 listened |
| 3 talked  | 2 danced   |
| 4 invited | 3 walked   |
|           | 4 played   |



### Exercise 2

Los alumnos leen una historia.

### Exercise 3

Tiger played with his ball. Brad played baseball with his friends. The boys talked and laughed a lot. Then the boys called Tiger and they all walked back to Brad's house. They listened to his CDs in his bedroom.

#### Exercise 4

Los estudiantes leen el mail y completan el dibujo: Tony y Bobby disfrazados de leones; Caroline dibujando jirafas; Mark tocando la guitarra; Rebecca disfrazada de elefante.

#### Exercise 5

1 Diwali. 2 Carnival. 3 Halloween.

#### Exercise 6

Los estudiantes escogen una festividad y las decoraciones y ropas correspondientes.

#### Exercise 7

1 walked. 2 listen. 3 collect. 4 talked. 5 help. 6 celebrate. 7 danced. 8 laughed.

#### Exercise 8

| Present   | Past    |
|-----------|---------|
| listen    | walked  |
| collect   | talked  |
| help      | danced  |
| celebrate | laughed |

Los estudiantes escriben una oración sobre ellos mismos, usando los verbos en la tabla.

#### Exercise 9

- 3 It was Hallowe'en so they dressed up as witches.
- 4 They danced in long black costumes and tall black hats.
- 5 Lots of other children dressed up in funny costumes, too.
- 6 They walked to all the houses in Elm Town.
- 7 They collected lots of candy.

#### Exercise 10

Los estudiantes dibujan a Lucy y a Hank.

#### Exercise 11

Los estudiantes escriben la versión ordenada de la historia y la leen en voz alta a sus compañeros.

## Unit 8

#### Exercise 1

3 went 4 gave 5 was/saw  
6 made 7 Bought 8 had

#### Exercise 2

1 went. 2 bought / was. 3 had.  
4 ate. 5 gave/made.

#### Exercise 3

give – gave; go – went; make – made; wear – wore; eat – ate; have – had; die – died; buy – bought

#### Exercise 4

1 goes. 2 bought. 3 made. 4 eats. 5 had.

#### Exercise 5

bought, made, walked, went, gave, laughed, jumped, went, ate, made, gave

#### Exercise 6

Los alumnos dibujan un personaje imaginario del pasado.

#### Exercise 7

Los alumnos escriben oraciones contestando preguntas sobre el personaje imaginario que dibujaron.

#### Exercise 8

1805: He was born.  
1819: He went to Denmark.  
1835: He started to write stories.  
1835 – 1872: He wrote 168 stories.  
1875: He died.

#### Exercise 9

Los estudiantes escogen las alternativas para crear sus propias historias.

#### Exercise 10

2 Where 3 How 4 Who 5 What time

## Unit 9

#### Exercise 1

f i t n e s s c e n t e r  
n a f a i r g r o u n d d  
v l i b r a r y s t a e o  
z p k u w q e t u f a b w  
w s i a q u k e n u s i n  
b h d c d a v u l r a n t  
n k e b n r f d l c a k o  
t u u s b i f l o n g p w  
f i y c l u c o q f m e n  
u s w i m m i n g p o o l  
m p s k a t i n g r i n k

## Unit 10

### Exercise 2

- |                 |                  |
|-----------------|------------------|
| 1 library       | 5 fitness center |
| 2 aquarium      | 6 fairground     |
| 3 swimming pool | 7 skating rink   |
| 4 picnic        | 8 downtown       |

### Exercise 3

- No, he wasn't at the swimming pool. He was at the fairground.
- No, he wasn't having a picnic. He was at the swimming pool.
- No, he wasn't at the fairground. He was at the skating rink.
- No, he wasn't at the skating rink. He was having a picnic.

### Exercise 4

- aquarium / ice skating rink
- fitness center / fairground
- downtown / picnic

### Exercise 5

Los estudiantes escriben una oración sobre otro lugar de la ciudad y hacen un dibujo.

### Exercise 6

Los estudiantes completan la canción con otro verso.

### Exercise 7

Los estudiantes hacen un dibujo sobre lo que hicieron con sus amigos para divertirse.

### Exercise 8

Los estudiantes leen la carta.

### Exercise 9

Los estudiantes completan la lista con la información del ejercicio anterior.  
 Monday: swimming pool with my friends.  
 Tuesday: a movie at home. Wednesday: fitness center with dad. Friday: birthday party at the fairground. Saturday: downtown with mom and dad.

### Exercise 10

Los estudiantes encierran en un círculo lo que hicieron el fin de semana pasado.

### Exercise 11

Los estudiantes escriben acerca de lo que hicieron y no hicieron el fin de semana pasado.

### Exercise 1

2 drought



5 hurricane



3 flood



6 heat wave



4 storm



### Exercise 2

Los estudiantes observan la ilustración y responden las preguntas. Luego, con la información obtenida, escriben un párrafo sobre el picnic en el parque siguiendo el ejemplo de la página 136 del Libro del Estudiante.

### Exercise 3

- heat wave (P. 3).
- snow storm (P. 6).
- hurricane (P. 4)
- thunder and light (P. 5)
- tornado (P. 2)
- flood (P. 1)

### Exercise 4

drought - storm

### Exercise 5

volcano – smoke – noise – erupted – flow – lava – covered

### Exercise 6

- In March, 1983.
- They saw smoke on the top of the volcano.
- The lava covered everything and everyone.

### Exercise 7

- It was cloudy.
- It was windy.
- It was hot.
- It was snowy.
- It was sunny.

### Exercise 8

- wasn't.
- wasn't.
- were.
- were.

### Exercise 9

Los estudiantes escriben en sus diarios usando la información de los Ejercicios 7 y 8.

### Exercise 10

The house, the clothes we wear, and the food we eat are dependent on the weather.

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